

# Film Studio

## Curriculum Links, Planning considerations and rationale

<b>Learning Areas</b>	Visual Art, Digital Technology, Visual Literacy
<b>Curriculum Objectives</b>	<p><b>English (Visual literacy)</b></p> <ul style="list-style-type: none"><li>* recognize and understand the connections between oral and visual language</li><li>* recognize and understand how texts are constructed for a range of purposes, audiences, and situations</li><li>* use oral and visual language features to create meaning and effect and engage interest</li></ul> <p><b>Visual Art</b></p> <ul style="list-style-type: none"><li>* describe ideas their own and others and investigate how objects and images communicate.</li></ul>
<b>Key Competencies</b>	<p><b>Thinking</b>, making decisions, creative metacognition processes; <b>using symbols language and texts</b>, representing and communicating information through confident use of ICT; <b>Managing self</b>, making plans and managing project, time management, working to deadlines;</p> <p><b>Relating to others</b>, making collective decisions through negotiating and sharing ideas.</p>
<b>Intended Learning Outcomes</b>	<p><b>Students will be able to ...</b></p> <ul style="list-style-type: none"><li>- brainstorm ideas, plan and present these in storyboard format.</li><li>- Use movie making skills and knowledge of camera shots and angles to create a music video that connects lyrics with visual images.</li><li>- Edit and publish a music video showing an awareness of timing</li></ul>

## Planning Considerations

Effective technology integration depends on a well planned match of needs with resources (Roblyer, 2006 pg 35)'. Therefore the planning has considered the skills, organization and knowledge needed for the task both for the student and the teacher. Therefore the resource is separated into two lounges, teachers and students. Use of ICT is integral to the planning of this task and it utilizes web tools in order to facilitate engagement in higher order thinking and support collaborative and active learning styles. It is underpinned by a constructivist approach, drawing on visual learning, authentic contexts and encouraging students to create interpretations and responses based on their own understanding (Roblyer, 2006). Blooms revised taxonomy (Atherton, 2005) and Gardener's Multiple Intelligences have been considered in the creation of this resource (details can be found in rationale section below). The planning has assumed basic knowledge of the windows movie maker software or imovie. However links to helpful guides are provided in the teacher lounge.

<b>Rational</b>	<p>The aim of this resource is to provide a complete 'how to and where to' guide of the process for students to create their own music videos and resources to enable teachers to facilitate learning. This resource was developed to help integrate ICT into the classroom in a simple yet efficient way. It is intended to follow on from the Aotearoa Audience webquest found at (<a href="http://aotearoaaudience.wikispaces.com/">http://aotearoaaudience.wikispaces.com/</a>). It is designed so that students have an authentic movie making experience by adopting roles and skills relevant to the industry. Through pre-linked web resources students are involved in leading their own learning and developing thinking skills, meeting the key competencies of the New Zealand Curriculum. 'Students do not learn from technology, they learn from thinking' (Jonassen, 2003 pg 11). The incorporation of Bloom's Taxonomy ensures students are involved in thinking activities that involve analysing, evaluating and creating. Additionally Gardener's Multiple Intelligences are supported in terms of music, visual spatial, word linguistics and bodily kinesthetic strengths, also a need to rely on interpersonal skills and collaboration as they work to achieve a common goal (Rate, 2002).</p>
<b>Target Student Group</b>	<p>Year 5 to 8 students. Suitable for strong kinesthetic and visual learners.</p>
<b>Technology Requirements</b>	<p>External hard drive x 1 Digital Cameras x 5 Video Cameras x 2 Downloading cables for all cameras Tripod x 1 (any that can be borrowed externally) spotlight x 1 (any that can be borrowed externally). Torches, lamps etc Any props indicated in the planning stage</p>

## Implementation Outline

(This unit follows on from Aotearoa Audience Web quest, where students have been involved in writing an original 'New Zealand' song).

1. **Introduce** students to the task by hooking them in. Generate excitement about the production of music videos for the Aotearoa Audience and explain that the results of their videos will be uploaded to u-tube and embedded into a wiki (if you have one) for a wider audience. Assert that this is a visual interpretation of their song, so no lip synching!
2. **Organise** class into groups of four. Give each student in the group one of the following roles.

**Director** — Team leader responsible for organizing and communicating with the teacher. They are responsible for guiding other members to the correct learning links from the students lounge.

**Scriptwriter** — Student responsible for registering to story boarding on kidvid (instructions for students are provided in the student lounge) and writing any dialog or text to be used in the video.

**Producers** — Students responsible for deciding on scenes, types of shots, filming and downloading video to the computer. Will need to work closely with the scriptwriter during the planning stage.

**Video Editors** — Students responsible for editing video and timing it with the music transitions and effects on movie maker.

3. **Brainstorm** Students working in groups brainstorm ideas for their music video. Starting with the lyrics they will need to define what the main purpose is and think of ideas of how to communicate the message of the music. They can do this on **bubbl.us** an online concept mapping tool (links are provided on the student resource page of the **Film Studio Wiki**).
4. **Overview of skills** and motivation for movie making. Before students start planing their movie there are some great links and online games and tools that they can look at to give them ideas and to help them plan their movie, and skills such as types of shots and camera angles. These links can be found in the student lounge, **Film Studio Wiki**. Direct students back to these resources when needed throughout the process. There is a guide to film shots that can be downloaded and printed for students in the teachers lounge.
5. **Plan** Once students have thought about how they want to communicate their song and what ideas and images they want to use, they will need to put together an initial plan. This can be done using a basic outline format to help organize the video into the main ideas. A beginning, middle and an end. At the end of this process, it should be clear what direction their video will take. (A simple planning format can be downloaded from the teachers lounge on the Film Studio Wiki).

6. *Create a Timeline.* Provide students with a guideline of dates to have things completed by. Photocopying a month out of a calendar is a great idea and then each group can record the dates by which they plan to have things finished. This will depend on the amount of time they have available each day to work on their music video. Below is a list of milestones as a guide.

- ☒ Brainstorming results due
- ☒ First draft of storyboard completed
- ☒ Final draft of storyboard and script completed
- ☒ Filming completed
- ☒ Film clips imported into computer
- ☒ Music imported into movie
- ☒ Film clips cropped and organized to fit music
- ☒ Video first draft ready for critique
- ☒ Video final draft completed

7. *storyboard* music video. Students will use ***kidsvid story boarding*** website (a link is provided on the student resource page of the ***Film Studio Wiki***) to assist them in creating their movie plan. Each section should include a sketch or description of each scene to be shot along with location information, a list of props needed. Students will need to register their group and record their username and password in order to save their storyboard. Give students the 'types of shots' handout to help guide their choice of camera angle/shot.

8. *Production.* Students are now ready to begin filming their video. Remember to show students clearly how to use the equipment (digital/video cameras, tripod) and have some kind of sign in and out system to ensure that everything is monitored.

9. *Editing.* When filming is finished, students need to finish downloading their film clips to a computer. At this stage, students also work to add title screens and other text elements. They will need to upload their songs (from itunes) and add any transitions. Once transitions are added students will be able to fine tune the images with their music and finalize their draft.

10. *Group Self Review* Once finished students can review their work using the group self review form (this can be downloaded from the teacher's lounge).

11. *Upload to U-tube,* once reviewed and depending on parent permissions the videos can be uploaded to u-tube to be embedded in a wiki (if you have one) or converted to quicktime file for shared viewing, guidelines to this can be found in the imovie and Windows Movie Maker links in the teachers lounge . This ensures that students will have an audience for their work.

## References

- Atherton, J. (2005). Learning and Teaching: Bloom's taxonomy [On-line] UK: Retrieved from the World Wide Web 18 May, 2009 from <http://www.learningandteaching.info/learning/bloomtax.htm>
- Bourgeois, M. Teacher's guide to making student movies ( <http://www2.scholastic.com/browse/subarticle.jsp?id=4527>
- Jonassen, D. H. (2003). Learning to solve problems with technology. Chapter 1: What is meaningful Learning? Upper Saddle River: Merrill Prentice Hall.
- Ministry of Education. (2007) New Zealand Curriculum Document. Retrieved 27 May, 2009 from <http://www.tki.org.nz/e/tki/>
- Rate, N. (2002). Computers, children and clip art. Computers in New Zealand Schools, 14(2), 31-35.
- Roblyer, M. D. (2006). Integrating educational technology into teaching (Chapter 2: Foundations of effective technology integration models: Theory and Practice) (4th ed). Upper Saddle River, New Jersey: Prentice Hall, Inc.

## Useful Links

Tips on movie making for students with resources to download on how to make different types of movies.

<http://www.bbc.co.uk/cbbc/meandmymovie/>

<http://www.bbc.co.uk/films/oneminutemovies/howto/direct2.shtml>

Story boarding web tool which gives users a choice of more advanced story boarding with no printing option or slightly simpler option with a saving function.

<http://storyboard.altec.org/registration.jsp>